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ABSTRACT

There is an overwhelming need for individual schools and school systems to take immediate steps toward building good intergroup relations both prior to and during the initial period of school integration. Inasmuch as positive action by school boards and superintendents at all levels is essential and constitutes the first step in school desegregation, the first section of this study is concerned with their role in building rapport with community residents and school personnel. The second section deals more extensively with the role of the local administrator (principal) in building and maintaining good intergroup relations within the school. Suggested administrative techniques are described for working with professional staff, with the students, and with the community, and these are a composite of the techniques that various schools across the nation have used in establishing effective human relations programs. Every administrator would not necessarily need to employ all the techniques and activities described. The nature of the school concerned and the nature of the community in which it exists will determine which specific techniques would be most desirable. (RJ)

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IMPROVING HUMAN RELATIONS

IN THE

DESEGREGATED SCHOOL

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CONTENTS

PAGE

INTRODUCTION---------- 1

Content and Organization---------- 4

THE ROLE OF SCHOOL BOARDS AND SUPERINTENDENTS---------- 6

THE ROLE OF LOCAL ADMINISTRATORS---------- 10

Areas of Group Sensitivity---------- 10

SUGGESTED ADMINISTRATIVE TECHNIQUES FOR IMPROVING INTERGROUP RELATIONS---------- 15

Working with the Professional Staff---------- 16

Working with Students---------- 19

Working with the Community---------- 23

FOOTNOTES---------- 25

BIBLIOGRAPHY---------- 27

APPENDIX---------- 28

INTRODUCTION

Research in the area of school desegregation points up an overwhelming need for individual schools and school systems to take immediate steps toward building good intergroup relations both prior to and during the initial period of integration. This, however, cannot be done without some "reshaping" of the attitudes presently held by a majority of school administrators and teachers. The urgent need for such "reshaping" is pointed out quite vividly by Benjamin Solomon in the May, 1967 issue of Phi Delta Kappan.[1]

> For most teachers and administrators, school integration is still an external force, imposed by the community for what may be valid reasons of social and moral policy but not understood to be an intrinsic concern of education. In fact, some schoolmen deplore integration campaigns as interfering with the regular business of education. In any case, school integration is viewed as a matter largely handled by administrative measures such as assignment of pupils and location of schools.
>
> On the other hand, may not the racial issue be conceived of as having a far-reaching and essential connection with education?...Its implications are: 1) segregation and integration are not marginal but central considerations entering into the aims and process of education, and 2) the progress of integration depends on changes in all aspects of the educational process.
>
> It follows that the orientation of the professional staff--its understanding, attitudes, commitment--would be of crucial importance in such reshaping. Education is not mechanical. Its aims and process are embodied in and bound up with the human spirit that the professional brings to its interaction with students. The fundamental

> question is the human--and thereby educational--environment created in the classroom, the school, and throughout the school system. This environment is primarily the responsibility of teachers and administrators.

A report issued by the Commission on Civil Rights states that in areas where progress has been made in school desegregation and where racial tension has been minimized, the following elements were generally present.[2]

> LEADERSHIP: School officials, at both the State and local levels, have been committed to the goal of desegregation. Their initiative in developing and implementing a feasible plan and gaining community support for it has been essential to success.
>
> COMMUNITY PARTICIPATION: The plan has affected the total community. Where many schools and children have been included in the desegregation plan, parents have felt that they shared equally the responsibility for school desegregation. The involvement of community groups has made desegregation a rewarding experience for white and Negro families.
>
> QUALITY EDUCATION: A variety of efforts has been made to improve the quality of education for <u>all</u> children. In these instances school programs have provided for the needs of individual children, including those who require remedial assistance or special enrichment. Consolidated school facilities often have provided greater opportunity for sharing specialized staff and expensive equipment than has been possible in smaller schools.
>
> MINIMIZING INTERRACIAL FRICTION: School administrators and teachers have created conditions under which Negro and white students can learn to understand and accept each other. Teachers, parents, and children have been prepared for the new experience so that racial tensions have not arisen or have been effectively resolved.

Additional helpful steps have included the introduction of multiracial teaching materials into the curriculum and the assignment of Negro teachers to faculties of previously all-white schools.

CLASSROOM DESEGREGATION: Successful desegregation of schools has included desegregation of classrooms. Classes have been organized so that students can progress at their own speed at the same time as they work with and learn from children of different backgrounds.

ENLARGED ATTENDANCE AREAS: Attendance areas have been made large enough so that schools serve a balanced racial and social class population and can remain balanced even if residential patterns should change.

The findings presented in the Commission's report point out the two major tenets on which the suggestions given on the following pages are based. First, there are specific tasks that administrators and teachers can and must perform in order to facilitate the progress of desegregation and to lessen the possibility of intergroup friction within the school community. Secondly, those schools experiencing the greatest success in the area of intergroup relations have moved from mere desegregation to integration. For most school personnel, the connotation given to the term "desegregation" is one of simply numbers--"How many." Where good intergroup relations exist, administrators are not concerned merely with the numerical breakdown of the student enrollment according to race. Rather, their major concern is one of how they can best facilitate the education and socialization of all youth.

It is hoped that the suggestions given will help administrators in improving human relations within their individual school situation, and by

so doing, enable the members of their professional staff and student body reach that level of awareness so aptly expressed by a teacher in Saint Louis: "Simply because we have two races together there is a tendency to assign racial significance to problems which are simply problems. This is to be expected, I would think, at least until people stop talking so much about race and integration, and start talking about students and education."[3]

CONTENT AND ORGANIZATION

Inasmuch as positive action by school boards and superintendents at all levels is essential and constitutes the first step in school desegregation, the first section of this study is concerned with their role in building rapport with community residents and school personnel. The second section deals somewhat more extensively with the role of the local administrator (principal) in building and maintaining good intergroup relations within the school.

Every administrator would not necessarily need to employ all the techniques and activities listed. The suggestions given are a composite of the techniques that various schools across the nation have used in establishing effective human relations programs. In the final analysis, the nature of the school--its faculty, student body, and community--will determine which specific techniques and activities the individual administrator will find most desirable and useful.

Although the Los Angeles study Improving Intergroup Relations: A Handbook for Administrators and Teachers[4] has provided the basis for much of the organizational structure and content presented in this paper, findings from additional sources have also been used and incorporated.

THE ROLE OF SCHOOL BOARDS AND SUPERINTENDENTS

As stated previously, positive action on the part of boards of education and superintendents, at all levels, is essential to the successful implementation of school desegregation and integration. In order for the desegregation of schools to proceed as smoothly as possible, there must be a feeling of mutual respect between the community on the one hand, and the leaders in education on the other. Following is a list of techniques which have enabled various school boards and superintendents across the nation to establish rapport with their communities and to minimize intergroup tension and conflict.

1. Formulate a master plan for desegregation. This plan should include the following elements:

    a. Philosophy and objectives designed to improve the quality of education for all children.
    b. A positive statement concerning the need and plans for desegregating schools.
    c. School needs in the areas of finance, school housing, and equal educational opportunities.
    d. Plans for redistricting school zones and phasing out schools.
    e. Target dates for various phases of desegregation.

2. Provide channels through which complaints, questions, and problems involving intergroup relations may be evaluated. (If inequities are found to exist, prompt and appropriate action should be taken to correct them.)

3. Identify and cooperate with any and all groups in the community which have a special interest in promoting good human relations.

4. Have both Negroes and whites participate in setting up new school district lines.

    a. There should be no attempt at gerrymandering.
    b. New district lines should be well-publicized in advance in order that both parents and students will

have sufficient time to become familiar with them prior to actual date of implementation.

5. Formulate desegregation plans so that the burden of adjusting to desegregation in a community is shared as equitably as possible by all citizens, rather than concentrated upon one segment of the total population.

6. The chief responsibility for carrying out desegregation should rest with local school officials and personnel: The changeover should not depend unduly upon the voluntary efforts of those private citizens whose constitutional rights are being violated under the status quo.

7. Since the larger goal of integration is to provide all children with adequate access to the privileges and responsibilities of society, it should be tied, whenever necessary, to improvement of facilities, staff, and curriculum.

8. Unnecessary delays in bringing about change will leave future board actions open to suspicion and will create further hostility on the part of the minority group population.

9. Formulate well defined policies concerning the hiring, transferring, and promotion of teachers and administrative personnel.[5]

   a. Distribute to all staff and faculty a statement for accomplishing the desegregation of faculties.
   b. Communicate to the staff in unmistakable language the intention to implement desegregation on an objective and impartial basis.
   c. Take note of and document the ethnic and racial composition of the school district in order to determine the scope of changes needed.
   d. Consider a reorganization of present grade structure in order that the most effective uses may be made of faculty and facilities on a non-discriminatory basis.
   e. Assign teachers of closed school units to the same schools which receive the children of the discontinued unit.
   f. Assign staff and faculty to positions and schools which have specific needs in terms of the individual's professional capabilities to meet the needs.

g. Utilize appropriately the professional talents of a desegregated administrative team.
h. Encourage the staff and faculties to make suggestions for the improved implementation of faculty desegregation.
i. Provide for a professional staff advisory council.
j. Meet periodically with teacher representatives from each school to obtain ideas ("feedback" from administrative dicta), to inform them of activities being undertaken, and to facilitate the flow of ideas within the professional group.
k. Provide for a review of past practices and policies in order to identify previous discriminatory procedures with a view toward eliminating them.
l. Assess present staff to determine talents, opinions, attitudes, etc., with the intention of avoiding problems by adjusting the assignments of those known to have either special talents of leadership or negative attitudes.
m. Let it be known that professional competence is the first criterion to be considered in the selection, retention, assignment and promotion of personnel.
n. Assign more than one teacher to each school in which they are of the minority race.

10. <u>Provide means for teachers and administrators to receive training in intergroup or human relations.</u>

11. <u>Conduct needed research for improving intergroup relations and for easing desegregation of schools.</u>

    a. In-depth case studies of communities with different demographic, economic, and political-social characteristics can contribute to our understanding of the basic forces that govern the course and the speed of desegregation. Such inquiry may include: 1) the sequence of action on the issue; 2) the structure and dynamics of "democratic" action in the city; 3) functional relationships among the public, the board of education, and the professional administrators of the school system; 4) the relative contributions of particular individuals and groups to community decisions; and 5) extra-community influences.[6]

b. Through reseach establish models of the different kinds of school situations which exist and the probable characteristics in each. Although these broad descriptions of school communities and their characteristics will not, of course, fit each school, this will provide a means of identifying possible "problem areas" and "possible solutions" to these problems. (See Appendix for examples of models of school communities and characteristics of intergroup relations existing in these particular situations.)

THE ROLE OF LOCAL ADMINISTRATORS

Fostering positive human relations is a major task of today's schools. This belief must permeate every aspect of the school--the curriculum, personnel practices, faculty-pupil relationships, and school-community cooperation. Inasmuch as the development of positive human relations is not an automatic process, each individual administrator must assume responsibility and leadership in establishing good intergroup relations within his particular school situation. In order to provide the leadership necessary, the administrator must first have an awareness of major areas of minority group sensitivity in the desegregated school community. Secondly, he must identify and use those techniques most conducive for building good intergroup relations in his work with teachers, students, and community residents.

AREAS OF GROUP SENSITIVITY

For a local school administrator to plan an adequate and positive human relations program, he must be cognizant of the feelings and attitudes existing in the school community. Such attitudes, whether they arise from existing situations or not, must be recognized, respected, and dealt with. For this reason, it is important that he maintain an awareness of the "sensitive" areas prevalent in biracial or multi-ethnic school settings. The areas of group sensitivity listed below are generally identifiable in the "grievances," "requests," and "demands" presented by Negro students and parents to school boards and principals in various communities through the State and nation.

1. Denial of equality in educational and vocational opportunities.

> "If you're black, you have to practically fight your way into an academic course. They think all we can do is wind up as waitresses or day workers--maybe get a typist's job if you're real smart." (North Carolina School-A)

2. Lack of special programs for overcoming cultural handicaps.

3. Counseling inadequate in providing incentive.

> Demand that the school guidance system be made relevant to the needs of Negro students and that information about scholarships and aid for Negro students be made available. (North Carolina School-B)

4. Exclusion of pupils from school-sponsored activities and organizations because of unrealistic requirements and undemocratic selection practices.

> Lack of representation on cheerleading squad and student council listed among reasons for walk-out by Negro students. (North Carolina School-C)

> Demand that all school clubs (social, academic, and service) be opened to Negro students and that Negro students be encouraged to join. (North Carolina School-B)

> Request by students for the establishment of a committee to review established school tradition. (North Carolina School-D)

> Demand that in all school activities and organizations, Negroes be represented on the basis of their percentage of the total school enrollment. "Blacks compose a part of this school and should be represented in no less than that percentage." (North Carlina School-B)

Demand that the times and procedures of all school elections be made known well in advance of election. (North Carolina School-B)

Demand for 10 members on Student Council, three officers; 2 class officers out of each class; Black student participation in assemblies; Black voices making announcement; 20 black monitors. (North Carolina School-E)

"Student government makes laws that are a disadvantage to black students....There are 150 representatives in the student government, 2 are black." (North Carolina School-F)

"Blacks have been attending Northern for about 4 years; no black has ever served on the student council. White students are apathetic toward problems of black students." (North Carolina School-G)

5. Engendering of patterns of self-segregation on campus by unauthorized clubs.

6. Failure to recognize accomplishments of members of minority groups.

"Maybe they don't know it half the time, but they're always putting you down. Some English teachers won't even let you do a book report on Manchild in the Promised Land or the Autobiography of Malcolm X. But Valley of the Dolls—that's O.K....They're always putting down anything that's black." (North Carolina School-A)

Demand that steps be taken to introduce the subject of "black history" into the curriculum. (North Carolina School-B)

Request for the introduction of courses and units of study on Afro-American History and culture at the appropriate levels in all schools. (North Carolina School-H)

Request for improved "Black courses" and more use of materials by black writers, artists, and musicians. (North Carolina School-D)

"There is a dire need for a black studies program. There has been no attempt...to include black people in our textbooks. (North Carolina School-F)

Complaint that no black speakers are used in assembly programs. (North Carolina Schools-H,G)

7. Stereotyped attitudes toward minorities held by some school personnel and contained in some instructional materials.

"The greatest problem...can be summed up in one word, 'Southern Tradition.' For example, teachers and deans called us 'boy.' Both white students and teachers call black workers by their first names. It is just a matter of respect." (North Carolina School-F)

Request for the selection of history and social studies texts which correctly depict the role of the black and other ethnic groups in our society and development. (North Carolina School-H)

Demand that teachers (especially in the history department) who "degrade and overlook the role of black people" be fired or retired. (North Carolina School-B)

8. Denial of equal opportunities of transfer and placement of administrative and faculty personnel.

Demand for more black teachers. (North Carolina Schools, E,H,F)

Request for a Black Assistant Superintendent and a Black Assistant Principal (North Carolina School-J)

Request for the employment of black people at upper administrative positions. (Superintendent, Assistant or associate superintendent). (North Carolina School-H)

Elimination of all discrimination in employment of teachers. (North Carolina School-H)

9. Inadequate opportunity for minority leadership on the Board of Education, in PTA and other parent organizations.

10. **Inadequate and poorly publicized channels for receiving grievances.**

11. **Inadequate orientation of teachers in dealing with ethnic and racial problems.**

SUGGESTED ADMINISTRATIVE TECHNIQUES FOR IMPROVING INTERGROUP RELATIONS

The primary purpose for implementing a program in intergroup or human relations is to foster better relationships between individuals of different races, religions, national origins, and socio-economic backgrounds. Attaining this objective will necessitate a "reshaping" of many of the attitudes held by members of the school community. If such a program is to be effective, intergroup education cannot be confined to one course or one area of the curriculum. Rather, it must become a part of the <u>total</u> school program.

Inasmuch as the human relations program will deal with social skills, attitudes, and issues which many teachers will find themselves ill-equipped to handle, it becomes the responsibilities of the administrator to exert positive and creative leadership in setting up school policies and practices which are conducive to intergroup education. Some provisions must be made to enable teachers to acquire the training and skill necessary for working in this sensitive area. Recognizing that the major aim of such a program is to change some rather prevalent and long-standing attitudes and patterns of behavior, the administrator must also seek to build rapport with parents and other community residents.

In implementing a program for improving human relations, an administrator would not need to use <u>all</u> of the suggestions and techniques outlined below. The decision as to which techniques will be most desirable for the individual administrator to use will be dependent upon the nature of the school concerned and the nature of the community in which it exists.

WORKING WITH THE PROFESSIONAL STAFF

1. Allot faculty meeting time to identify and to discuss human relations problems.

2. Utilize appropriate tests and evaluative criteria to discover the true potential of each pupil.

3. Adjust the educational program to the results obtained by such evaluation. (specialized programs, grouping, counseling, etc.)

   a. Take a realistic and critical look at what the school is doing for all children, not just for students of a different racial or ethnic group, but for students of varying abilities and aspirations.

   b. If used, homogeneous ability groups (the "track" system) must be kept flexible, with frequent and periodic reevaluations. The psychological danger of such a system in biracial schools is that it provides a subtle, but devastating, outlet for prejudice to be acted out in the name of an educational technique. Moreover, ability grouping almost inevitably freezes teachers' expectations as well as the self-images of the children themselves; thus, it is especially dangerous in the early grades.[7]

   c. Since the larger goal of integration is to provide all children with adequate access to the privileges and responsibilities of society, it should be tied, whenever necessary, to a general improvement of facilities, staff, and curriculum.

4. Consult with department chairmen, coordinators, and classroom teachers to capitalize on the wealth of human relations content which is available in all areas of the curriculum.

   a. In the curriculum, use the contributions of all groups within society as a means of building understandings and appreciations.

   b. Provide for the inclusion of ethnic orientation as a factor in the evaluation of teaching materials.

      (1) Provide textbooks with acceptable integrated materials.

      (2) Provide films, recordings, and other AV materials which aid in extending and continuing good relations.

   c. Prepare bibliographies of children's books having good human relations aspects.

5. Conduct orientation meetings, workshops, and institutes on human relations.

   a. Teachers need greater preparation than do pupils. A course or workshop in human relations would help a teacher to distinguish between problems resulting from desegregation and those developing from normal, ordinary causes -- but most important, once knowing the cause, how to deal with it intelligently.[8]

   b. Workshops and institutes may be provided at local universities, in summer at the school, by special consultant services, etc.

   c. Courses which would give special training for dealing with "slow learners" and courses that would provide knowledge of the achievements of other races are listed by teachers as being among the most desirable kinds of training programs.

   d. More important than "skills" as such is the attitude of teachers -- "freedom from prejudice."[9]

   e. Negro and white staff members in biracial schools need specialized in-service training in racial concerns. In particular, they need to learn how to deal with and not avoid this issue, how to maximize those aspects of the biracial situation which facilitate learning while minimizing those aspects which depress learning.[10]

6. Organize a faculty human relations committee and/or ad hoc intergroup education committee to deal with specific problems or to carry out specific activities. There is no blueprint of projects or sequence of steps appropriate to all school systems. Following, however, are suggestions of the kinds of activities such a committee may undertake.[11]

   a. Assess the problems and needs for intergroup education in terms of pupil and teacher attitudes and behaviors. Such evaluation might include --

      (1) Conducting a problem census among the faculty and students regarding the state of intergroup relations in the school.

      (2) Designing and conducting a study of participation, association, and leadership patterns of students from different racial, religious, ethnic, and socio-economic groups in extra-curricular and informal out-of-class activities.

      (3) Selecting or designing effective instruments for measuring the intergroup attitudes, understandings, and skills of students and faculty.

b. Conduct a survey study of the intergroup education currently being carried on in each curriculum area of the school.

c. Review the syllabi and curriculum guides of the current school courses to suggest supplementary topics and activities of intergroup content, consistent with the needs for a continuity of emphasis.

d. Organize a school library shelf of effective teaching aids and resources in intergroup education.

e. Preview available audiovisual aids in intergroup relations for the purpose of recommending some for classroom use and possible school purchase.

f. Plan an in-service training workshop for teachers on the effective use of intergroup education teaching resources and techniques.

g. Evaluate the school's textbooks regarding their portrayal of minority groups and their contribution to better intergroup relations.

h. Conduct such community education activities as are necessary to create the needed support and understanding of the program.

7. Arrange for joint area meetings with administrators of similar levels as well as of all levels in a given locality.

8. Make available library materials on minority group achievements.

9. Encourage understanding of merit employment, promotion, and transfer policies.[12]

   a. Distribute to all staff and faculty a statement for accomplishing the desegregation of faculties.

   b. Communicate to the staff in unmistakable language the intention of implementing desegregation on an objective and impartial basis.

   c. Consider a reorganization of present grade structure in order that the most effective uses may be made of faculty and facilities on a non-discriminatory basis.

   d. Encourage the staff to make suggestions for the improved implementation of faculty desegregation.

   e. Provide for a review of past practices and policies in order to identify previous discriminatory procedures and with a view toward eliminating them.

   f. Let it be known that professional competence is the first criteria to be considered in the selection, retention, assignment, and promotion of personnel.

10. Arrange for combined faculty meeting with personnel of other schools which have similar problems.

    a. Get people of different groups together because of common interests, not because of curiosity over differences.

    b. Encourage and make provisions for planned inter-school and intra-school visitations and teaching collaboration.

11. Encourage librarian and/or faculty committee to establish a professional library on human relations.

12. Confer with individual teachers who require help in understanding their roles in multi-racial school and community.

13. Assess present staff to determine talents, opinions, attitudes, etc., with the intention of avoiding problems by adjusting the assignments of those known to have either special talents of leadership or negative attitudes.

14. Make liberal use (where possible) of inter-racial teaching teams.

15. Keep a watchful eye on situations and action programs which are not developing as smoothly as possible with a view toward making appropriate adjustments where necessary.

16. Admit errors in judgment when they are revealed as such so that in the long run personal biases and prejudices will not become "road-blocks" to problem solutions.

WORKING WITH STUDENTS

1. Encourage the organization of a student human relations club or intergroup youth council.

    a. Specific problems in human relations cannot be solved in isolation from the total social situation. A general attack on all prejudices will be more rewarding in the end than an attack on a specific prejudice. Organizing intergroup youth councils, drawing membership from all groups -- Negroes and whites; rich and poor; rural and urban; protestant and Catholic; Jew and non Jew; private school and public school, etc., -- has proved extremely helpful in breaking down prejudices.[13]

    b. Get students of different groups together because of common interests, not because of curiosity over differences.

    c. Young people make far greater progress in human relations than most adults are willing to admit or expect. Example from St. Louis: "The Intergroup Youth movement has grown

far beyond its original discussion stage. At the insistence of the young people, they embarked upon a program of community betterment. They organized a 'work project' group to decorate interracial community centers, sing carols and bring Christmas cheer to those in hospitals, make toys for needy children of all groups, etc. They formed dramatic and choral groups. An inter-group jazz band was organized and made a number of public appearances."[14]

2. Consider the value of student government in establishing a favorable human relations climate.

3. Provide continuous re-evaluation to assure the widest possible pupil participation in school-sponsored organizations and activities.

   a. If for any reason minority group students are barred from or discouraged from participating in school organizations and activities, the best of human relations programs or councils will be open to suspicion.

   b. The burden of integrating school organizations and activities should be shared equitably by all groups within the school rather than left to be borne by the minority group alone. Open enrollment of acceptance of volunteers alone, while in some instances may help in desegregating student organizations, cannot be considered as the answer to creating racial balance in various school-sponsored clubs and activities.

   c. Examine present methods and policies of recruitment of members for various organizations. On the surface the system of recruitment may appear to operate democratically, but with desegregation, does the system really operate democratically for all or does it give advantage to one group at the expense of another? Example from Norwalk, Conn.:[15] Several issues were in contention between black students and the administration one of which was reform of the student government which, despite the school's 20% Negro enrollment, contained only a handful of blacks. One black youth complained: "White youth don't understand our problems. Maybe it's not their fault, but they just don't understand, so they can't represent us. We don't feel like we're a part of that school."
   Under the existing setup, representatives to the student government were elected by homeroom. Since the black minority was evenly distributed throughout homeroom, it was almost impossible for a Negro to get elected unless he had a lot of white friends. When it was suggested to the student government's faculty advisor that a committee be appointed, with Negroes included, to study possible

revisions of the electoral system, the reply was: "We want more black students to participate. We wish they would get involved. You know, we have a standing committee on constitutional admendments, and everybody is welcome on it. All they have to do is come to the meetings." When asked of students in reality came to the committee meetings, her reply was, "No, nobody ever comes, white or black -- only one poor girl. She's been sitting there by herself all year."
Solution: Electoral changes were finally made. Students now vote by English classes rather than by homeroom. In English classes, blacks were sometimes in the majority rather than always in a minority as was the case in homerooms. This has resulted in a student government of 20% black students which is in direct proportion with the percentage of black students in the total student body.

4. Provide greater opportunities for inter-school activities in addition to athletics.

   a. A city-wide student council may be organized so as to draw its membership from all the different racial, religious, ethnic and socio-economic groups in the area.

   b. Plan student exchange programs tied to school curriculum and to extra-curricular features, such as music, art, science, industrial arts, civics, history, conservation, debating, physical education, dramatics, economics. These may take the form of assemblies or joint visits to museums, parks, concerts.

5. Enforce existing local school policies which forbid the existence of unauthorized clubs. (These tend to engender patterns of self-segregation on campus.)

6. Provide appropriate recognition for the accomplishments of all great American men and women through classroom activities, exhibits, bulletin board displays, assemblies, special observances, and other means.

   a. Curriculum offerings should be adapted to include more academically sound courses dealing with racial diversity, the role of the Negro in American life, and of minority groups in American history, human relations, the Civil Rights Movement, poverty in America, and similar issues.

   b. Social studies programs should be so constructed as to include contributions as well as problems or issues dealing with various groups in our society.

c. Science programs can stress the contributions of people of various racial and ethnic backgrounds to the total scientific progress of our civilization. Similar adjustments can be made in other curriculum areas.

7. Counsel pupils on the basis of academic ability without reference to stereotypes regarding job opportunities.

   a. If for any reason minority group students are barred from or discouraged from enrolling in a curricular program, the best of intergroup education on human relations programs will not be taken seriously.[16]

   b. The varying educational requirements of children of different socio-economic backgrounds should not be used as an excuse for setting up racially segregated classes within biracial schools.

   c. The clinching factor in having low educational expectations for Negro children is the belief that, in any case, Negroes are destined for menial jobs. Much vocational guidance openly or tacitly accepts horizons for Negro youth limited to the narrow range of "Negro" occupations.[17]

8. Provide practical information regarding employment opportunities and training in job-seeking and job-holding techniques.

9. Recognize that the normal co-curricular activities can promote a positive inter-group climate within a school and between schools. (These include exchange assemblies, organization of interest and service clubs, publishing of school newspaper, drama, speech, and fine arts programs.)

10. Encourage school-wide leadership and good citizenship conferences and emcampments after regular school hours.

    a. Plan short-term (weekend, school vacation, one-day) youth conferences providing for study and discussion of basic issues in citizenship including intergroup understanding.

11. Plan class excursions to intergroup agencies, social service organizations, and inter-cultural centers.

12. Maintain an awareness that not all members of a group have all the characteristics ascribed to that group, and that no characteristic is typical of every member of any one racial or ethnic group and of no other group. (Such an awareness should be reflected in school practices and policies.)

    a. Judge students on basis of knowledge of their individual merits and abilities and without regard to their race, religion, nationality, or socio-ecomonic status.

    b. The belief whether held consciously or unconsciously, that Negro children are less educable than white children leads inevitably to lesser commitment to educating Negro children to lower standards and expectations. Low expectations in education have an inevitability about them that makes them "Self-fulfilling prophecies."[18]

13. Set up well-defined policies (or machinery) for receiving and handling student grievances. Keep lines of communications between principal and students open.

WORKING WITH THE COMMUNITY

1. Conduct a periodic community survey to assess diverse ethnic, economic, cultural, and welfare resources and their implications for the school.

2. Establish rapport with community leaders.

3. Conduct series of planned visits by citizens to observe school program in action.

4. Encourage parental participation in adult education programs.

5. Make available school resources and faculty and student talents for approved community activities.

6. Encourage the PTA in its efforts to seek broad representation of all groups in its activities and offices.

7. Provide adequate and well-publicized channels for receiving grievances from the community.

8. Foster programs which will help parents to understand the policies and objectives of the school with respect to inter-group relations.

9. Encourage maximum use of school facilities by the community.

10. Invite qualified resource persons and community leaders of various ethnic and cultural backgrounds to speak to classes and at assemblies and faculty meetings.

11. Be aware of the role which the neighborhood press plays in interpreting the school to the community.

12. Counsel parents regarding the desirability and merits of pupil attendance at school.

FOOTNOTES

1. Benjamin Solomon, "A Perspective for Education on the Racial Issue in Education," Phi Delta Kappan (May, 1966), p. 518.

2. Commission on Civil Rights, Schools Can Be Desegregated (Washington: The Commission on Civil Rights, 1967), p. 4.

3. Bonita H. Valien, The Saint Louis Story: A Study of Desegregation (New York: Anti-Defamation League of B'Nai B'rith, 1966), p. 51.

4. Los Angeles City Schools, Improving Intergroup Relations: A Handbook for Administrators and Teachers (Los Angeles: The Schools, 1963)

5. James H. Bash and Thomas J. Morris, Practices and Patterns of Faculty Desegregation, A Guidebook (Bloomington, Indiana: Phi Delta Kappan, 1967) pp. 21-24.

6. Irwin Katz, Problems and Directions for Research on Public School Desegregation (New York: Yeshiva University, ERIC Clearinghouse, 1967) p. 13.

7. Advisory Committee on Racial Imbalance and Education, Because It's Right - Educationally, (Boston: Massachusetts State Board of Education, 1965), p. 104.

8. Bonita H. Valien, op.cit., p. 71.

9. Ibid., p. 45.

10. Advisory Committee on Racial Imbalance and Education (Mass.), op.cit., p. 104.

11. State Committee on Human Relations, Our Greatest Challenge: Guide to Intergroup Education in Schools (Harrisburg, Pennsylvania: State Department of Public Instruction, 1962), pp. 14-15.

12. Items a-f and 13-16 were taken from James H. Bash and Thomas J. Morris' Practices and Patterns of Faculty Desegregation, A Guidebook Bloomington, Indiana: Phi Delta Kappan, 1967), pp. 21-23.

13. Bonita H. Valien, op.cit., p. 69.

14. Ibid., p. 70.

15. John Sharnik, "When Things Go Wrong all Blacks are Black and Whites are Whitey," New York Times Magazine (May 25, 1969), p. 106.

16. State Committee on Human Relations (Pa.), op.cit., p. 16.

17. Benjamin Solomon, op.cit., p. 520.

18. Ibid., p. 519.

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APPENDIX

The following was taken from the Los Angeles Public Schools' publication Improving Intergroup Relations: A Handbook for Administrators and Teachers.

CHARACTERISTICS OF DIFFERENT SCHOOL SITUATIONS . . .

All schools and colleges, regardless of location or community make-up, face inter-group problems of one kind or another. This fact is illustrated by the following outline of the characteristics of four possible school situations. Not all of the characteristics will apply to every school, but each administrator may recognize certain of them in his own school situation. Examples A, B, and C describe schools in a changing neighborhood. Example D illustrates symptoms of socio-economic stratification which occur in schools with both stable and changing pupil populations.

EXAMPLE A

The enrollment of a school may consist almost totally of Caucasian pupils but include a small number of minority group pupils because of prevailing residential patterns. Such a neighborhood may be in the beginning stages of transition.

Characteristics

1. Resistance to newcomers by parents and pupils.
2. Reluctant changes in established residential areas.
3. Lack of preparedness of faculty for changes in neighborhood.
4. Mounting organizational pressure.

EXAMPLE B

A school may have a steadily growing influx of minority group pupils as housing patterns change. Some areas remain fairly stable while absorbing the newcomers; others undergo rapid change. The influx may profoundly influence the school program and bring both positive and negative reactions from school personnel, pupils, and the community.

Characteristics

1. Mounting parental criticism of school standards and programs.
2. Formation of sub-groups along racial, ethnic, or economic lines.
3. Manifestation of inter-group tension and evidence of group self-segregation.
4. Faculty restiveness and increased number of requests for transfers.
5. Ethnic grouping a factor in student leadership.
6. Greater faculty awareness of the need for specialized curricula.
7. Increased number of requests for transfers by incoming junior high pupils and other students.
8. Divided community loyalties.

EXAMPLE C

A student body may include pupils from an incoming minority group which has become the numerical majority in the school and in the community. The composition of the student body is the reverse of that described in Example A.

Characteristics

1. Greater sense of belonging and spirit of unity; standards of school citizenship high.
2. Dedication by faculty to raising level of pupil goals.
3. Mounting community pressures to extend academic programs.
4. Community criticism that standards are being lowered.
5. Shifting norms in grading pupil achievement.
6. Adequate use of special education.
7. High pupil mobility.
8. Increased demand on counseling and guidance services.
9. Low home motivation.
10. Need for increased parental involvement in PTA and other school activities.
11. High drop-out rate; poor attendance patterns.
12. Greater use of auxiliary services.

EXAMPLE D

A school of this type serves a stable, predominantly Caucasian community within which high-, middle-, and low-income groups may reside. Socio-economic differences tend to foster in and out cliques. Such a school, although free from inter-racial situations, faces equally important human relations problems. Socio-economic differences may also affect schools described in Examples A, B, and C, thus adding some of the characteristics listed below to ethnic problems cited in the previous examples.

Characteristics

1. In-out conflicts based on socio-economic lines.
2. Intense emphasis on unauthorized social clubs, which affect secondary school programs and pupil morale.
3. Emphasis on academic programs; need to improve provisions for non-academic pupils.
4. High parental emphasis on status careers.
5. Increased expectations of parents creating pressure on pupils, faculty, and counselors.
6. Increased expectations by pressure of socio-economic values as these relate to total school program.
7. Greater student enthusiasm to assume leadership responsibilities.
8. Highly competitive school climate.
9. Inadequate involvement of out-groups in school activities.